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ABSTRACT

This course curriculum is intended for community college instructors and administrators to use in implementing a principles of information processing course. A student's course syllabus provides this information: credit hours, catalog description, prerequisites, required texts, instructional process, objectives, student evaluation, and class schedule. A student lecture guide consists of a sheet for each of the 10 units with unit contents, unit objectives, rationale, learning activities, vocabulary, and evaluation. Unit topics are as follows: development of word and information processing; software and its uses; hardware components (displays, keyboards, processors, and storage); hardware categories and their evolution; voice processing; peripherals (printers, optical character readers, and image processors); technology for electronic distribution/communications; distribution/communication; information retrieval; and integration of office automation. A student lab guide provides this information for each of the four lab assignments: objectives, required equipment and materials, learning activities, steps, and evaluation. The instructor's course syllabus outlines prerequisites, required texts, references, required equipment and materials, instructional process, and student evaluation. Competency statements and a course outline are included. The instructor's guide presents this information for each unit: contents, objectives, required equipment and materials, procedures, learning activities, and evaluation. (YLB)

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ED285020

Curriculum Improvement Project

Region II

PRINCIPLES OF INFORMATION PROCESSING

Developed by Gloria Rivera

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Prepared by:

Galveston College

With Support From:
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and Technical Institutes
PVEP 87-1030-B-2
Project Director: Cheryl L. Willis, Ph.D.

June 30, 1987

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FOREWORD

Galveston College is not unlike other small community colleges trying to keep its curriculum in sight of rapidly changing technologies. We are unique, however, in that we were given an opportunity by the Coordinating Board of the State of Texas through a grant of Carl D. Perkins Act vocational funds to undertake a major curriculum improvement project which had as its focus curricula for accounting, the allied health professions, microcomputer applications, and office occupations. The course curriculum that you have before you is one of nine courses or modules that were developed from this project. What cannot be immediately evident to you, though, is the sense of cooperation that governed the various phases of the project. The resulting benefits to the College, its faculty, and its staff as a result of this project, were many, including increased knowledge of the curriculum improvement process, increased knowledge of the ramifications of networking microcomputers, increased awareness of the vocational programs of other community colleges, and increased awareness of the need for staff development opportunities. The enduring impact of this project will come in the months ahead as our instructors, and hopefully other instructors across Region II and the state, implement the curricula. We at Galveston College are proud of the results of the Curriculum Improvement Project and hope that your college will share the benefits.

Marc A. Nigliazzo

Dr. Marc A. Nigliazzo
Vice President and Dean of Instruction
June 30, 1987

REGION II

CURRICULUM IMPROVEMENT PROJECT

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Copies of the above course curriculum are available for a nominal cost from: Division of Business and Technology
Galveston College
4015 Avenue Q
Galveston, TX 77550

A C K N O W L E D G M E N T S

This course curriculum represents but one of the many final products of the Curriculum Improvement Project. I want to take this opportunity to thank those individuals who worked so hard together to bring this project to a successful conclusion. To the administration and the Board of Regents of Galveston College I wish to express my appreciation for their willingness to accept the challenges and risks associated with a project of this magnitude and for having the forethought to see its benefits for the college and the community. To the support staff in the Business Office and the Office of Planning and Development, thank you for your patience and helpfulness in providing the project staff with everything we needed--yesterday. To Karla Back, Assistant Dean of the Division of Business and Technology, for her constant encouragement of the vision of the project, I will be forever grateful. My most heartfelt thanks, though, go to the project team--all of the curriculum writers who gave 110 percent effort whenever it was needed; the various editors and word processors who helped us along the way; Paul Fama, Research Associate, who provided constancy and consistency; and Mary James, project secretary, who kept us all sane.

Galveston, Texas
June 30, 1987

Cheryl L. Willis, Ph.D.
Project Director

P R E F A C E

The following course curriculum should be used as a resource by fellow instructors and administrators when making decisions about implementing a similar course at their institutions. This course curriculum contains five parts--student's course syllabus, student's lecture guides and student's laboratory guides for each unit of the course, instructor's course syllabus, and instructor's guides for each unit of the course. The materials presented in this course curriculum are only a suggested format for a course of this nature and, as typical with community college curriculum, will undergo revision in the future. The author and Galveston College welcome your comments regarding your experience with these materials.

STUDENT COURSE SYLLABUS

OFT 1402: Principles of Information Processing

STUDENT'S COURSE SYLLABUS

Course Title: Principles of Information Processing

Course Number:

OFT	1402	3	2	4
Prefix	No.	Lecture Hrs.	Lab Hrs.	Credit Hrs.

Catalog Description:

This course gives hands-on experience in the basic operation of word processing on microcomputers. Course also covers theory, concepts, word processing system components and business applications necessary to develop proficiency-level skills.

Prerequisites:

OFT 1401--Intermediate Typewriting: Improvement of basic skills, typing of tabulations with special features, business forms, business letters in various styles and with special features, technical and statistical reports and employment communications.

Texts:

Introduction to Office Systems, An Abridgement of Word and Information Processing, Bergerud & Gonzales, John Wiley and Sons Publishing Company, 1987.

Operator's Quick Reference Guide, Fliptrack Learning Systems, A Division of Mosaic Media, 1987 Edition.

Instructional Process:

1. Lecture, discussion, and demonstration. Student's Lecture Guides provide outlines of lecture content, objectives, and requirements for each unit. Students are to write definitions for vocabulary words provided in Student's Lecture Guides.

2. Student's Laboratory Guides provide outlines of required laboratory assignments, equipment and materials, and steps to follow to complete each lab assignment.

3. Objective tests over lecture content and performance tests over laboratory assignments will be given periodically.

4. Homework will be assigned as necessary.

Objectives:

Upon completion of this course, the student will be able to:

1. Describe components of the information processing cycle.
2. Describe the various technologies used to create, store and/or retrieve, process, and distribute information.
3. Explain the basic concepts of electronic spreadsheets, data base management, telecommunications, voice processing, image processing and accounting information systems.
4. Describe the components of computer hardware and peripherals.
5. Load, create, edit, revise, store and print a document using a word processing package.
6. Manipulate documents to reformat, paginate, use headers and footers, merge, use the library, key procedures and information handling functions using a word processing package.

Evaluation of Students:

Examinations: Five unit exams and a final examination will b during the semester over the textbook material and four skill will be given over the word processing material.

Laboratory/Homework: Assignments from the textbook generally due at the end of the week. Assignments on the laboratory ma should be turned in immediately upon completion for daily eva of skill development.

Final Grade Determination:

Five Chapter Tests from Text	40%
Four Word Processing Tests	40%
Homework from Text	10%
Word Processing Daily Work	10%
TOTAL GRADE	100%

A student may be exempt from taking the final examination for course if he/she is not absent more than once during the seme if a final exam is taken, then the following scale will apply

Total grade average from above	80%
Final Exam grade	20%
TOTAL SEMESTER GRADE	100%

Class Schedule:

	LECTURE		LABORATORY	
WEEK #	ACTIVITY	TEST	ACTIVITY	TES
1	Chapter 1		Lesson 1	
2	Chapter 1		Lesson 1	
3	Chapter 2		Lesson 1	
4	Chapter 2	Test 1	Lesson 1	Tes
5	Chapter 3		Lesson 2	
6	Chapter 3		Lesson 2	
7	Chapter 4		Lesson 2	
8	Chapter 4	Test 2	Lesson 2	Tes
9	Chapter 5		Lesson 3	
10	Chapter 5		Lesson 3	
11	Chapter 6	Test 3	Lesson 3	
12	Chapter 7		Lesson 3	Tes
13	Chapter 8	Test 4	Lesson 4	
14	Chapter 9		Lesson 4	
15	Chapter 10		Lesson 4	
16	Chapter 10	Test 5	Lesson 4	Tes

STUDENT LECTURE GUIDE

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 1

Unit Title: Development of Word and Information Processing

Contents of Unit:

A. What is Information Processing?
B. Applying Automation to Increase Productivity
   The First Steps Toward Office Automation
C. Informatic Processing Technologies
D. Who Uses Word and Information Processing?
E. Career Opportunities

Unit Objectives:

1. Define information processing.
2. Explain what the term automation means and why office tasks were not automated sooner.
3. List the major part of an information processing system.
4. Identify career opportunities available in information processing technologies.

Rationale:

Students need this introduction to the field of word processing. A description is given of the history of word processing, its effect upon the office, and the new technologies that play a significant role in today's office as well as the careers that have resulted from their use.

Learning Activities:

Read Chapter 1

Unit Evaluation:

End of chapter activities will be assigned.

Terms (vocabulary):

Input/Output
Document cycle
Origination stage
Production stage
Filing, storage, and retrieval
Distribution stage
Information processing
Automation
Service center data processing
Word processing equipment
Form letter
Administrative assistants
Systems approach
Format
Control
Information network
Centralized services
Work groups
Records processing
Voice processing
Reporgraphics
Telecommunications
Word Processing
Correspondence specialists
Application center

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 2

Unit Title: Software and Its Uses

Contents of Unit:

A. Applications Software
B. Word Processing Applications Software
C. Spreadsheet Applications Software
D. Data Base Management Applications Software
E. Communications Applications Software
F. Graphics
G. Integrated Applications Software
H. Systems Software

Unit Objectives:

1. Identify applications software considered to be for general purpose.
2. Describe several formatting, keyboarding and editing features of word processing.
3. Describe special features of word processing.
4. Explain what is meant by a spreadsheet, data base management, communications applications software, and by integrated applications software.
5. Differentiate between applications and systems software.

Rationale:

Students will be exposed to the two broad categories of software: applications software and systems software. Students will learn more about what software is, the kinds of applications software available for use in information processing, and how systems software manages the equipment and enhances the use of applications software.

Learning Activities:

Read Chapter 2

Unit Evaluation:

Test 1

Terms (vocabulary):

Search and replace
Applications software
Specific-purpose software packages
General-purpose software
Menu-driven software program
Default setting
Spreadsheet applications software
Presentation graphics
Automated data base management
Communications applications
Compatibility
Analytical/presentation graphics
Field
Boilerplate
Variables
Constant
Command-driven software program
Modem
File/data transfer
Compatibility
Graphics applications software

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 3

Unit Title: **Hardware Components: Displays, Keyboards, Processors, and Storage**

Contents of Unit:

A. Information Processing Workstations
B. Technology That Changed the Way Information Is Handled
C. Tape Drive
D. Methods of Storing Information
E. Categories of Microprocessors

Unit Objectives:

1. Describe components of an information processing workstation.
2. Compare and list types of temporary and permanent storage.
3. List four major technologies used in visual display terminals.
4. Discuss the evolution of the central processing unit.

Rationale:

To give students an understanding of the technology that changed the way information is handled. The evolution from word to information processing is traced.

Learning Activities:

Read Chapter 3

Unit Evaluation:

No formal test at the end of this lesson. Homework assignments to be discussed.

Terms (vocabulary):

Hardware
Information processor
Cathode ray tube
Visual display
Thin windows
External storage
Access time
Keyboarding
Cursor/Mouse
Binary number system
ENIAC
Transistors
Chip
Disk drive
Microprocessor chip
Addresses
Minicomputer
Mainframe
Bubble memory
Visual display terminals
Workstation
Liquid crystal display
Disk drive
Auxiliary storage
Standard diskettes
RAM disk
Floppy disks
Single/double sided
Vacuum tubes
Solid state
Semiconductor material
Read/write head
Micromainframe
Dedicated word processors
Software driven
ROM
Coprocessor

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 4

Unit Title: Hardware Categories and Their Evolution

Contents of Unit:

A. Categories of Information Processors
B. Evolution to Information Processing

Unit Objectives:

1. List general categories of information processors.
2. Identify categories of microcomputers
3. Explain what is meant by shared resources.
4. Describe the effect of the entrance of the microcomputer into the marketplace.
5. Explain some of the historical differences between word and data processing.

Rationale:

This lesson describes the categories of information processor hardware to provide a starting point for evaluating them to fit into the needs of the organization.

Learning Activities:

Read Chapter 4

Unit Evaluation:

Test 2

Terms (vocabulary):

Single-user systems
Electronic typewriters
Desktop computers
Portable computers
Handheld computers
Notebook-sized computers (briefcase or laptop computers)
Transportable computers
Multiuser systems
Shared resource systems
Dumb terminals
Time-sharing service bureaus
Subscribers
Time-shared system
Auto typist
Teletypewriter
Text editor (word processor)

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 5

Unit Title: Voice Processing

Contents of Unit:

A. Ways of Originating Information
B. Basic Machine Dictation/Transcription Operations
C. Types of Recording Media
D. Dictation Equipment Commonly Used
E. Automatic Speech Recognition Systems
F. Electronic Shorthand: Direct Input

Unit Objectives:

1. Identify several ways of originating information.
2. Identify differences between a large and a small central recording system.
3. Distinguish between the terms "voice data entry" and "voice editing."
4. Explain what is meant by "voice message system."
5. List several advantages of using electronic shorthand.

Rationale:

To describe the part that voice plays in the origination and editing of information.

Learning Activities:

Read Chapter 5.

Unit Evaluation:

No formal test for this chapter. Homework assignments to be discussed.

Terms (vocabulary):

Voice processing
Originator
Dictation equipment
Transcription equipment
Media
Magnetic media
Endless-loop media
Tank
Dual-track system
Computer-aided transcription
Message systems
Voice message systems
Compatible
Portable dictation unit
Standard cassette
Minicassette
Microcassette
Indexing feature
Voice editing
Speaker-dependent systems
Continuous word recognition
Voice clipping
Voice recognition systems
Automatic speech recognition system

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 6

Unit Title: **Peripherals: Printers, OCR, & Image Processors**

Contents of Unit:

A. Printing Devices
B. Optical Character Recognition
C. Image Processors
D. Factors to Consider When Selecting a Reprographics Process

Unit Objectives:

1. Describe several types of printing devices.
2. Explain why information processing operators need to know printing terminology.
3. Discuss the primary advantage of using OCR.
4. Explain what is meant by media incompatibility.
5. Define reprographics and image processing.
6. Identify several factors to consider when choosing a reprographics method.

Rationale:

To provide student with the background of peripherals. The peripherals stressed are printers, optical character recognition readers, and image processors.

Learning Activities:

Read Chapter 6

Unit Evaluation:

Test 3

Terms (vocabulary):

Peripherals
OCR reader
Image processor
Hard copy
Printing device
Acoustic shields
Serial printers
Point
Thimble
Print wheel
Bidirectionally
Dot matrix printer
Plotter
Electrostatic copying
Ink jet printers
Intelligent printers
Copier/printers
Laser printing
Desktop laser printers
Impact printer
Letter quality printers
Parallel printers
Media incompatibility
Media conversion
On-line interface
Reprographics
Font
Wheel printer
Chain printer

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STUDENT'S GUIDE (LECTURE)

Unit 7

Unit Title: Technology for Electronic Distribution/Communications

Contents of Unit:

A. Evolution of Office Communications
B. Basic Requirements for Communication
C. Communication Considerations
D. Modes of Transmission
E. Networks
F. Compatibility

Unit Objectives:

1. Describe the evolution of office communications.
2. Define telecommunications.
3. List the categories of information that are sent electronically.
4. Describe several types of transmission media.
5. Describe three grades of lines.
6. Explain the different line configurations.
7. Explain why compatibility is a concern in communications.

Rationale:

This is an introduction to the software that makes communication possible. The emphasis is on the necessary ingredients that make communication possible, the hardware and the advanced technology, and the impact that these new tools have on the ways in which people in offices communicate.

Learning Activities:

Read Chapter 7

Unit Evaluation:

No formal test for this chapter. Homework assignments are to be discussed.

Terms (vocabulary):

Office automation
Telecommunications
Voice communications
Data communications
Graphics communications
Video communications
Telephony
Digital signals
Analog signals
Line configuration
Network configuration
Channel
Access method
Serial port
Convention
Modem speed
Printer server
Half-duplex or duplex
Full-duplex
Common carriers
Private leased lines
Switched lines
PBX
PABX
Protocol
handshaking
Simplex
Compatible
Local area network
Utility server
ASCII
EBCDIC
File server
Editability

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 8

Unit Title: Distribution/Communication

Contents of Unit:

A. Distribution/Communication: A Costly Link in the Document Cycle
B. Traditional Methods of Sending Information
C. Improving Telephone Communications
D. Technology to Cure the Distribution/Communication Problem
E. Types of Electronic Delivery Systems Objectives:
   1. Discuss why distribution/communication is such an important part of the information processing cycle.
   2. Explain telephone tag and tell why it is so costly.
   3. List several types of electronic delivery systems and describe them.
   4. Explain the distinctions that can be made among messages, mail, and documents used in describing electronic delivery systems.

Rationale:

To provide information explaining why the cost of sending information is so high, what is being done to reduce problems associated with sending information, and what methods of sending information are used.

Learning Activities:

Read Chapter 8

Unit Evaluation:

Test 4

Terms (vocabulary):

Distribution/communication
Telephone tag
Key system
PBX/PABX equipment
Centrex
WATS
Foreign Exchange
COMSAT
Video conferences
INTELSAT
Electronic delivery system
Electronic mail
Electronic message
Electronic documents
Computer-based message systems
Subscriber services
Message switching system
Voice message systems
Telex, TWX
Mailgram
Stored mailgram
Facsimile
Communicating information processors
Teleconferencing
Audiographics
Audio teleconferencing
Telewriting
Telecopiers

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 9

Unit Title: Information Retrieval

Contents of Unit:

A. Systems Approach to Records Management
B. Classifying Records
C. Solving the Filing and Storage Problem
D. Use of the Computer in Microfilming
E. Information Retrieval Through Data Bases

Unit Objectives:

1. Define a record, records management, and records management systems.
2. Discuss some problems associated with using paper as a medium to file information.
3. Identify two categories of documents that get filed in an organization.
4. List advantages/disadvantages of using microfilm.
5. Define difference between COM and CIM.
6. Explain difference between file and data base.
7. Explain what a data base service provides and how it is used.

Rationale:

To describe several problems related to sending information when using paper, some of the choices available for locating needed information and also describes a variety of problems related to filing, storing, and retrieving information when using paper and other media.

Learning Activities:

Read Chapter 9

Unit Evaluation:

No formal test for this lesson. Homework will be collected or discussed in class.

Terms (vocabulary)::

Blip
Records management system
Maintenance
Filing/storing
Microfiche
Disposition
Records retention schedule
Transaction records
Temporary records
Reference records
Inactive records
File/data redundancy
Information retrieval
Micrographics
Rotary camera
Microfilm reader
Aperture card
Microfilm jacket
Indexing
Fiche
Purged
Active records Optical disk
Computer output microfilm
Computer-assisted retrieval
Computer input microfilm
Data base management systems
File integrity
Data management systems

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LECTURE)

Unit 10

Unit Title: Integration of Office Automation

Contents of Unit:

A. Information Support Tools that Professionals and Managers Need
B. Management Information Systems Evolve
C. Approaches to the Integration of Office Automation
D. Integration of Technologies Through Networks
E. Networks
F. Wide Area Networks
G. Microcomputers: The Simple Yet Costly Solution
H. Trends in the Workplace of Tomorrow
I. Hardware
J. Software

Unit Objectives:

1. Explain the term "office automation".
2. Explain information support tools.
3. Compare two approaches to the integration of office automation.
4. Describe the major components in a local area network.
5. Describe some of the trends in the workplace of tomorrow.

Rationale:

Students must be able to explain how the integration of some of the computer technology and communications described in this course fits into the plan for the integration of office automation.

Learning Activities:

Read Chapter 10

Unit Evaluation:

Test 4

Terms (vocabulary):

Office automation
Information support tools
Integration
Icons
Word processing support tools
Communication support tools
Information retrieval support tool
Integrated systems
Wide area networks
Information center approach
Information transfer
Network license
Vertical resource sharing
Horizontal resource sharing
Downloading
Uploading

STUDENT LAB GUIDE

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LABORATORY)

Lab Assignment 1

Unit Title: Lesson One

Assignment is Associated with:

How to Use DisplayWrite 4

Time Required:

8 hours minimum

Objectives:

Upon completion of this lab, the student will be able to:

1. Boot the system and load DisplayWrite 4.
2. Interpret the DisplayWrite 4 main menu.
3. Select menu option
4. Create a sample document.
5. Name a document.
6. Enter text.
7. Locate and use special keys.
8. Identify information on status line.
9. Identify information on scale line.
10. Properly move the cursor while editing a document.
11. Edit document by using insert.
12. Edit document by using delete.
13. Reformat text by sections or by page.
14. Use menu bar.
15. Save document.
16. Change margins, tabs.
17. Use variable linespacing and justify text.
18. Print a document.
19. Center text.

Equipment and Materials Required:

DisplayWrite 4 documentation and diskettes
Student's copy of Operator's Quick Reference Guide
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Commercially prepared lessons on cassette
Microcomputer with 256K and two disk drives per student
Student data disk

Laboratory Handouts:

None

Learning Activities (assignments):

Student will complete the following exercises from Skill Building Exercises for the Word Processor:

8, 10, 15, 16, 21, 22, and 24

Steps:

1. Student will read "How to Get Started," page 5, from Operator's Quick Reference Guide.
2. Student will work the exercise(s) for this lesson according to the instructions on the cassette tape.
3. Student will complete assignments given above.
4. Student will turn in one hard copy of every exercise to instructor for evaluation.
5. Student will request Lab 1 Performance Test from instructor.

Evaluation:

Student will be given 45 minutes to complete three exercises within mailability and production criteria.

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LABORATORY)

Lab Assignment 2

Unit Title: **Lesson Two**

Assignment is Associated With:

How to Use DisplayWrite 4

Time Required:

8 hours minimum

Objectives:

Upon completion of this lab, the student will be able to:

1. Develop ability to use block operations to copy, move, delete, and restore text.
2. Develop ability to use block operations to set print styles such as: plain, bold, underline, overstrike and mark.
3. View a document.
4. Use the go to page command.
5. Paginate a document.
6. Use a required page end.
7. Use the directory.
8. Use headers and footers.

Materials Required:

DisplayWrite 4 documentation and diskettes
Student's copy of Operator's Quick Reference Guide
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Commercially prepared lessons on cassette
Microcomputer with 256K

Laboratory Handouts:

None

Learning Activities (assignments):

Student will complete the following exercises from Skill Building Exercises for the Word Processor:

26, 28, 31, 37, 88, 89, 90, and 91

Steps:

1. Student will work the exercise(s) for this lesson according to the instructions on the cassette tape.
2. Student will complete assignments given above.
3. Student will turn in one hard copy of every exercise to instructor for evaluation.
4. Student will request Lab 2 Performance Test from instructor.

Evaluation:

Student will be given 45 minutes to complete three exercises within mailability and production criteria.

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LABORATORY)

Lab Assignment 3

Unit Title: Lesson Three

Assignment is Associated with:

How to Use DisplayWrite 4

Time Required:

8 hours minimum

Objectives:

Upon completion of this lab, the student will be able to:

1. Use the spell checking function.
2. Use find function.
3. Use search and replace.
4. Interrupt search in progress.
5. Insert documents with get.
6. Keep text together on a page.
7. Create a temporary left margin.
8. Create an outline.
9. Revise an outline.
10. Create, revise, add, and delete footnotes.
11. Setting decimal tabs.
12. Use math to add, subtract, multiply and divide.
13. Use the cursor draw feature to create charts and graphs by drawing lines and boxes.
14. Erase a document.
15. Rename a document.

Equipment and Materials Required:

DisplayWrite 4 documentation and diskettes
Student's copy of Operator's Quick Reference Guide
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Commercially prepared lessons on cassette
Microcomputer with 256K.

Laboratory Handouts:

None

Learning Activities (assignments):

Student will complete the following exercises from Skill Building Exercises for the Word Processor:

51, 54, 65, 62, and 63. Line box Exercise 63.

2. Select a two-page manuscript with footnotes from a book of your choice to practice using footnotes.
3. Do exercises: 94, 95, 97, 98.
4. Student is to turn in one hard copy of every exercise to instructor.

Steps:

1. Student will work the exercise(s) for this lesson according to the instructions on the cassette tape.
2. Student will complete assignments given above.
3. Student will turn in one hard copy of every exercise to instructor for evaluation.
4. Student will request Lab 3 Performance Test from instructor.

Evaluation:

Student will be given 45 minutes to complete three exercises within mailability and production criteria.

OFT 1402: Principles of Information Processing

STUDENT'S GUIDE (LABORATORY)

Lab Assignment 4

Unit Title: Lesson 4

Assignment Is Associated With:

How to Use DisplayWrite 4

Time Required:

8 hours minimum

Objectives:

Upon completion of this lab, the student will be able to:

1. Set up tabular columns.
2. Create text columns.
3. Insert and delete text in columns.
4. Create names for variables.
5. Create a shell document.
6. Merge to produce the form letter.
7. Print merged document.
8. Create a paragraph selection document (library).
9. Capture keystrokes.

Materials Required:

DisplayWrite 4 documentation and diskettes
Student's copy of Operator's Quick Reference Guide
Skill Building Exercises for Word Processors
Cassette tape player and headphones
Commercially prepared lessons on cassette
Microcomputer with 256K

Laboratory Handouts:

None

Learning Activities (assignments):

Student will complete the following exercises from Skill Building Exercises for the Word Processor:

1. Repeat Exercises 51, 54, 65, 62, and 63. Line box Exercise 63.
2. Do exercises: 74, 75, 76, 80, 81, 82, and 84.
3. Student is to turn in one hard copy of every exercise to instructor.

Steps:

1. Student will work the exercise(s) for this lesson according to the instructions on the cassette tape.
2. Student will complete assignments given above.
3. Student will turn in one hard copy of every exercise to instructor for evaluation.
4. Student will request Lab 4 Performance Test from instructor.

Evaluation:

Student will be given 45 minutes to complete three exercises within mailability and production criteria.

INSTRUCTOR'S COURSE SYLLABUS

OFT 1402: Principles of Information Processing

INSTRUCTOR'S COURSE SYLLABUS

Course Title: Principles of Information Processing

Course Number:

OFT	1402	3	2	4
Prefix	No.	Lecture Hrs.	Lab Hrs.	Credit Hrs.

Catalog Description:

This course gives hands-on experience in the basic operation of word processing on microcomputers. Course also covers theory, concepts, word processing system components and business applications necessary to develop proficiency-level skills.

Prerequisites:

OFT 1401--Intermediate Typewriting: Improvement of basic skills, typing of tabulations with special features, business forms, business letters in various styles and with special features, technical and statistical reports and employment communications.

Texts:

Introduction to Office Systems, An Abridgement of Word and Information Processing, Bergerud & Gonzales, John Wiley and Sons Publishing Company, 1987.

Instructor's Manual to accompany.
Introduction to Office Systems, An Abridgement of Word and Information Processing, Bergerud & Gonzales, John Wiley and Sons Publishing Company, 1987.

Operator's Quick Reference Guide, Fliptrack Learning Systems, A Division of Mosaic Media, 1987 Edition.

Skill Building Exercises for the Word Processor, Iris Blanc, Dictation Disc Company, 1986.

Production tests to accompany.
Skill Building Exercises for the Word Processor, Iris Blanc, Dictation Disc Company, 1986.

References:

DisplayWrite 4 Made Easy, Gail Todd, Osborne/McGraw-Hill Publishing Company, 1987.

Equipment and Materials Required:

Microcomputer with 360KB, double-disk drives
DisplayWrite 4 documentation and diskettes (in lab)
Skill Building Exercises for the Word Processor (in lab)
Cassette tape player and headphones
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Instructional Process:

1. Lecture, discussion, and demonstration will be based upon the text and Instructor's Guide for each unit. Student's Lecture Guides provide outlines of lecture content, objectives, and requirements for each unit. Students should be encouraged to write definitions for vocabulary words provided in Student's Lecture Guides.

2. Student's Laboratory Guides provide outlines of laboratory assignments, equipment and materials, and steps to follow to complete each lab assignment. Equipment lists and additional information to complete lab assignments are also included in the Instructor's Guides for each unit.

3. Tests and quizzes will be given periodically.

4. Homework will be assigned as necessary.

Evaluation of Students:

Examinations: Five unit exams and a final examination will be given during the semester over the textbook material and four skill exams will be given over the word processing material.

Laboratory/Homework: Assignments from the textbook generally will be due at the end of the week. Assignments on the laboratory material should be turned in immediately upon completion for daily evaluation of skill development.

Final Grade Determination:

Five Chapter Tests from Text	40%
Four Word Processing Tests	40%
Homework from Text	10%
Word Processing Daily Work	10%
Total Grade	100%

A student may be exempt from taking the final examination for this course if he/she is not absent more than once during the semester; but if a final exam is taken, then the following scale will apply:

Total grade average from above	80%
Final Exam grade	20%
TOTAL SEMESTER GRADE	100%

Competency Statements:

Office Technology program exit competencies upon which course is based. Upon completion of this course, the student will be able to:

1. Explain the basic concepts of word processing.
2. Describe the components of a word processing system.
3. Describe the components of the information processing cycle.
4. Describe the role of word processing in information processing.
5. Describe the various technologies used to create information.
6. Describe the various technologies used to store and/or retrieve information.
7. Describe the various technologies used to process information.
8. Describe the various technologies used to distribute information.
9. Describe the career opportunities in the information processing field.
10. Explain the basic concepts of electronic spreadsheets.
11. Explain the basic concepts of database management.
12. Explain the basic concepts of records management.
13. Explain the basic concepts of telecommunications.
14. Explain the basic concepts of voice processing.
15. Explain the basic concepts of image processing.
16. Explain the basic concepts of accounting information systems.
17. Describe the operation of graphics application packages.

18. Explain the basic concepts of integrated information processing.
19. Describe the components of computer hardware.
20. Describe the two basic types of software.
21. Explain the ways in which operating systems can be used.
22. Identify and describe the functions of menus, prompts, and other user friendly features of software.
23. Describe the different levels of programming languages.
24. Describe the role of computers in business and society.
25. Explain the use of a local area network.
26. Key document from edited rough draft.
27. Key mailing labels and envelopes.
28. Prepare backup file
29. Maintain backup file
30. Store repetitive material.
31. Update spelling dictionary.
32. Copy one diskette to another
33. Make document format changes.
34. Make manual and automatic pagination decisions.
35. Create headers and footers within documents.
36. Create columns of text.
37. Create numeric tables.
38. Create glossary files.
39. Proofread document for content, format, and typographical errors.
40. Move (rearrange) text.
41. Search and replace text.
42. Insert and delete text.
43. Rename files.
44. Insert end-of-line hyphens into text.
45. Prepare new document from existing documents.
46. Spell correctly and use proper grammar and punctuation.
47. Print document using continuous-feed paper.
48. Print document using single-sheet paper.
49. Change printwheel on printer.
50. Load paper in printer.
51. Output information according to sort criteria.
52. Organize filing of stored data.

Course Outline

Lecture Sessions

Contents of Unit I: Development of Word and Information Processing

A. What is Information Processing?
B. Applying Automation to Increase Productivity
   The First Steps Toward Office Automation
C. Information Processing Technologies
D. Who Uses Word and Information Processing?
E. Career Opportunities

Contents of Unit 2: Software and Its Uses

A. Applications Software
B. Word Processing Applications Software
C. Spreadsheet Applications Software
D. Data Base Management Applications Software
E Communications Applications Software
F. Graphics
G. Integrated Applications Software
H. Systems Software

Contents of Unit 3: Hardware Components: Displays, Keyboards, Processors, and Storage

A. Information Processing Workstations
B. Technology that Changed the Way to Information is Handled
C. Tape Drive
D. Methods of Storing Information
E. Categories of Microprocessors

Contents of Unit 4: Hardware Categories and Their Evolution

A. Categories of Information Processors
B. Evolution to Information Processing

Contents of Unit 5: Voice Processing

A. Ways of Originating Information
B. Basic Machine Dictation/Transcription Operations
C. Types of Recording Media
D. Dictation Equipment Commonly Used
E. Automatic Speech Recognition Systems
F. Electronic Shorthand: Direct Input

Contents of Unit 6: Peripherals: Printers, OCR, & Image Processors

A. Printing Devices
B. Optical Character Recognition
C. Image Processors
D. Factors to Consider When Selecting a Reprographics Process

Contents of Unit 7: Technology for Electronic Distribution/ Communication

A. Evolution of Office Communications
B. Basic Requirements for Communication
C. Communication Considerations
D. Modes of Transmission
E. Networks
F. Compatibility

Contents of Unit 8: Distribution/Communication

A. Distribution/Communication: A Costly Link in the Document Cycle
B. Traditional Methods of Sending Information
C. Improving Telephone Communications
D. Technology to Cure the Distribution/Communication Problem
E. Types of Electronic Delivery Systems

Contents of Unit 9: Information Retrieval

A. Systems Approach to Records Management
B. Classifying Records
C. Solving the Filing and Storage Problem
D. Use of the Computer in Microfilming
E. Information Retrieval Through Data Bases

Contents of Unit 10: Integration of Office Automation

A. Information Support Tools that Professionals and Managers Need
B. Management Information Systems Evolve
C. Approaches to the Integration of Office Automation
D. Integration of Technologies Through Networks
E. Networks
F. Wide Area Networks
G. Microcomputers: The Simple Yet Costly Solution
H. Trends in the Workplace of Tomorrow
I. Hardware
J. Software

Laboratory Sessions

Contents of Lab 1: Lesson One

1. Boot the system and load DisplayWrite 4.
2. Interpret the DisplayWrite 4 main menu.
3. Select menu option.
4. Create a sample document.
5. Name a Document.
6. Enter text.
7. Locate and use special keys.
8. Identify information on status line.
9. Identify information on scale line.
10. Properly move the cursor while editing a document.
11. Edit document by using insert.
12. Edit document by using delete.
13. Reformat text by sections or by page.
14. Use menu bar.
15. Save document.
16. Change margins and tabs.
17. Use variable linespacing and justify text.
18. Print a document.
19. Center text.

Contents of Lab 2: Lesson Two

1. Develop ability to use block operations to copy, move, delete, and restore text.
2. Develop ability to use block operations to set print styles such as: plain, bold, underline, overstrike and mark.
3. View a document.
4. Use the go to page command.
5. Paginate a document.
6. Use a required page end.
7. Use the directory.
8. Use headers and footers.

Contents of Lab 3: Lesson Three

1. Use the spell checking function.
2. Use find function.
3. Use search and replace.
4. Interrupt search in progress.
5. Insert documents with get.
6. Keep text together on a page.
7. Create a temporary left margin.
8. Create an outline.
9. Revise an outline.
10. Create, revise, add, and delete footnotes.
11. Set decimal tabs.
12. Use math to add, subtract, multiply and divide.
13. Use the cursor draw feature to create charts and graphs by drawing lines and boxes.
14. Erase a document.
15. Rename a document.

Contents of Lab 4: Lesson 4

1. Create text and setting up tabular columns.
2. Isolate a column for revision.
3. Create form letters.
4. Create names for variables.
5. Set up shell document with variable names.
6. Merge to produce the form letter.
7. Create paragraph selection document.
8. Print a reference copy.
9. Assemble the final document.
10. Capture, save, play back, and recall keystroke programs.
11. Use programmable function keys.
12. Move or copy a column in a table.
13. Realign revised documents.
14. Produce the merged document.

INSTRUCTOR'S GUIDE

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 1

Unit Title: **Development of Word and Information Processing**

Contents of Unit:

A. What is Information Processing?
B. Applying Automation to Increase Productivity
   The First Steps Toward Office Automation
C. Information Processing Technologies
D. Who Uses Word and Information Processing?
E. Career Opportunities

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Define information processing.
2. Explain what the term automation means and why office tasks were not automated sooner.
3. List the major part of an information processing system.
4. Identify career opportunities available in information processing technologies.

Equipment and Materials Required:

Lecture:
- Text
- Student's Lecture Guide (Unit 1)

Laboratory:
- Student's Laboratory Guide (Lab 1)
- Microcomputer with 256K, double-disk drives
- DisplayWrite 4 documentation and diskettes
- Skill Building Exercises for the Word Processor
- Cassette tape player and headphones
- Operator's Quick Reference Guide
- Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
Lecture
Demonstration
Visual Aids

Laboratory:
Orientation to self-paced individualized program.
Begin work on assignments for Lab 1.

Learning Activities:

Lecture:
Read Chapter 1

Laboratory:
Begin Lab 1

Evaluation:

None

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 2

Unit Title: **Software and Its Uses**

Contents of Unit:

A. Applications Software
B. Word Processing Applications Software
C. Spreadsheet Applications Software
D. Data Base Management Applications Software
E. Communications Applications Software
F. Graphics
G. Integrated Applications Software
H. Systems Software

Unit Objectives:

Upon completion of unit, the student will be able to:

1. Identify applications software considered to be for general purpose.
2. Describe several formatting, keyboarding and editing features of word processing.
3. Describe special features of word processing.
4. Explain what is meant by a spreadsheet, data base management, communication application software, and by integrated applications software.
5. Differentiate between applications and systems software.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 2)

Laboratory:
Student's Laboratory Guide (Lab 1)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Continue work on assignments for Lab 1

Learning Activities:

Lecture:
- Read Chapter 2

Laboratory:
- Lab 1 Assignments

Evaluation:

Test 1 on Chapters 1 & 2 from text
(see Instructors Manual accompanying text for sample test items)
Performance Test 1

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 3

Unit Title: **Hardware Components: Displays, Keyboards Processors, and Storage**

Contents of Unit:

A. Information Processing Workstations
B. Technology That Changed the Way Information Is Handled
C. Tape Drive
D. Methods of Storing Information
E. Categories of Microprocessors

Unit Objectives:

1. Describe components of an information processing workstation.
2. Compare and list types of temporary and permanent storage.
3. List four major technologies used in visual display terminals.
4. Discuss the evolution of the central processing unit.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 3)

Laboratory:
Student's Laboratory Guide (Lab 2)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Begin work on assignments for Lab 2

Learning Activities:

Lecture:
- Read Chapter 3

Laboratory:
- Begin Lab 2

Evaluation:

None

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 4

Unit Title: **Hardware Categories and Their Evolution**

Contents of Unit:

A. Categories of Information Processors
B. Evolution to Information Processing

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. List general categories of information processors.
2. Identify categories of microcomputers.
3. Explain what is meant by shared resources.
4. Describe the effect of the entrance of the microcomputer into the marketplace.
5. Explain some of the historical differences between word and data processing.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 4)

Laboratory:
Student's Laboratory Guide (Lab 2)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Conclude work on assignments for Lab 2

Learning Activities:

Lecture:
- Read Chapter 4

Laboratory:
- Lab 2 assignments

Evaluation:

Test 2 on Chapters 3 & 4 from text
(see Instructor's Manual accompanying text for sample test items)
Performance Test 2 on Lab 2

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 5

Unit Title: Voice Processing

Contents of Unit:

A. Ways of Originating Information
B. Basic Machine Dictation/Transcription Operations
C. Types of Recording Media
D. Dictation Equipment Commonly Used
F. Automatic Speech Recognition Systems
G. Electronic Shorthand: Direct Input

Unit Objectives:

1. Identify several ways of originating information.
2. Identify differences between a large and a small central recording system.
3. Distinguish between the terms voice data entry and voice editing.
4. Explain what is meant by voice message system.
5. List several advantageous of using electronic shorthand.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 5)

Laboratory:
Student's Laboratory Guide (Lab 3)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
Lecture
Demonstration
Visual Aids

Laboratory:
Begin work on assignments for Lab 3

Learning Activities:

Lecture:
Read Chapter 5

Laboratory:
Begin Lab 3

Evaluation:

None

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 6

Unit Title: **Peripherals: Printers, OCR, & Image Processors**

Contents of Unit:

A. Printing Devices
B. Optical Character Recognition
C. Image Processors
D. Factors to Consider When Selecting a Reprographics Process

Unit Objectives:

1. Describe several types of printing devices.
2. Explain why information processing operators need to know printing terminology.
3. Discuss the primary advantage of using OCR.
4. Explain what is meant by media incompatibility.
5. Define reprographics and image processing.
6. Identify several factors to consider when choosing a reprographics method.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 6)

Laboratory:
Student's Laboratory Guide (Lab 3)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Continue assignments for Lab 3

Learning Activities:

Lecture:
- Read Chapter 6

Laboratory:
- Lab 3 assignments

Evaluation:

Test 3 on Chapters 5 and 6 from text
No evaluation on Lab Assignment

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 7

Unit Title: **Technology for Electronic Distribution/Communication**

Contents of Unit:

A. Evolution of Office Communications
B. Basic Requirements for Communication
C. Communication Considerations
D. Modes of Transmission
E. Networks
F. Compatibility

Unit Objectives:

1. Describe the evolution of office communications.
2. Define telecommunications.
3. List the categories of information that are sent electronically.
4. Describe several types of transmission media.
5. Describe three grades of lines.
6. Explain the different line configurations.
7. Explain why compatibility is a concern in communications.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 7)

Laboratory:
Student's Laboratory Guide (Lab 3)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Conclude assignments for Lab 3

Learning Activities:

Lecture:
- Read Chapter 7

Laboratory:
- Lab 3 assignments

Evaluation:

Test 3 on Lab 3

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 8

Unit Title: **Distribution/Communications**

Contents of Unit:

A. Distribution/Communications: A Costly Link in the Document Cycle
B. Traditional Methods of Sending Information
C. Improving Telephone Communications
D. Technology to Cure the Distribution/Communication Problem
E. Types of Electronic Delivery Systems

Unit Objectives:

1. Discuss why distribution/communications is such an important part of the information processing cycle.
2. Explain telephone tag and tell why it is so costly.
3. List several types of electronic delivery systems and describe them.
4. Explain the distinctions that can be made among messages, mail, and documents used in describing electronic delivery systems.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 8)

Laboratory:
Student's Laboratory Guide (Lab 4)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Begin work on assignments for Lab 4

Learning Activities:

Lecture:
- Read Chapter 8

Laboratory:
- Begin Lab 4

Evaluation:

Test 4 on Chapters 7 and 8 from text (See Instructor's Manual accompanying text for sample test items).

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 9

Unit Title: Information Retrieval

Contents of Unit:

A. Systems Approach to Records Management
B. Classifying Records
C. Solving the Filing and Storage Problem
D. Use of the Computer in Microfilming
E. Information Retrieval Through Data Bases

Unit Objectives:

1. Define a record, records management, and records management systems.
2. Discuss some problems associated with using paper as a medium to file information.
3. Identify two categories of documents that get filed in an organization.
4. List advantages/disadvantages of using microfilm.
5. Explain the difference between COM and CIM.
6. Explain the difference between file and data base.
7. Explain what a data base service provides and how it is used.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 9)

Laboratory:
Student's Laboratory Guide (Lab 4)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Continue with assignments for Lab 4

Learning Activities:

Lecture:
- Read Chapter 9

Laboratory:
- Lab 4 assignments

Evaluation:

None

OFT 1402: Principles of Information Processing

INSTRUCTOR'S GUIDE

Unit 10

Unit Title: **Integration of Office Automation**

Contents of Unit:

A. Information Support Tools that Professionals and Managers Need
B. Management Information Systems Evolve
C. Approaches to the Integration of Office Automation
D. Integration of Technologies Through Networks
E. Networks
F. Wide Area Networks
G. Microcomputers: The Simple Yet Costly Solution
H. Trends in the Workplace of Tomorrow
I. Hardware
J. Software

Unit Objectives:

1. Explain the term "office automation."
2. Explain information support tools.
3. Compare two approaches to the integration of office automation.
4. Describe the major components in a local area network.
5. Describe some of the trends in the workplace of tomorrow.

Equipment and Materials Required:

Lecture:
Text
Student's Lecture Guide (Unit 10)

Laboratory:
Student's Laboratory Guide (Lab 4)
Microcomputer with 256K, double-disk drives
DisplayWrite 4 documentation and diskettes
Skill Building Exercises for the Word Processor
Cassette tape player and headphones
Operator's Quick Reference Guide
Audio cassettes to accompany the Fliptrack Operator's Quick Reference Guide

Procedures:

Lecture:
- Lecture
- Demonstration
- Visual Aids

Laboratory:
- Conclude assignments for Lab 4

Learning Activities:

Lecture:
- Read Chapter 10

Laboratory:
- Lab 4 assignments

Evaluation:

Test 5 on Chapters 9 and 10 from text (see Instructor's Manual accompanying text for sample test items)
Test 4 on Lab Assignment 4